

### **Purpose Statement**

The Instructional Technology Educational Specialist's program in the Department of Media and Instructional Technology at the University of West Georgia is an advanced program of study designed for students who want to expand their knowledge acquired in their Master's program and add skills in leadership, collaboration, teaching and learning, and advanced technology integration as well as serving as a change agent in the work place. The curriculum emphasizes research, leadership, new and emerging technologies, and collaboration. Students who complete this program assume leadership roles in their systems by acting as lead teachers, consultants, mentors, models of effective technology and media practices, and trainers in a variety of professional development areas. Students will also be able to design and carry out a program evaluation in media and/or instructional technology that will contribute to the profession.

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### **Program Requirements**

All students are **required** to attend the Media and Instructional Technology student orientation and convene with their advisor(s) prior to initial registration. This meeting traditionally takes place the Saturday before classes begin and lasts approximately three hours. When a student is officially admitted to the program, the admission letter from the department will contain information on where to go for the meeting and when the meeting will take place. Students who fail to attend their scheduled orientation session will be **administratively dropped from classes** and **barred from registration** until they attend the next available orientation session.

At the orientation meeting, students are introduced to important program rules, expectations, and procedures, to the distance learning platform (CourseDen) and are to complete a proposed plan of study with their assigned advisor. This plan must be signed by the student, advisor, and Department Chair. It is then filed with the MIT Department and the Graduate School during the first semester of study. Sample program sheet is included in the Appendices.

### **Ed.S. Program** (Plan E in the Appendix)

The Educational Specialist's degree in Media with an emphasis in Instructional Technology requires 27 semester hours beyond the Master's degree. All work that is completed for the degree must be completed within a **seven-year period** that begins with the first class taken towards the degree. The average student will complete the degree in less than two years (assuming classes are taken in the summer). The curriculum includes:

**Area I:** 3 semester hours (1 course) in Educational Psychology (CEPD 8102). This is the only course currently offered outside the MIT department, but there is a special online section for our students.

**Area II:** 12 semester hours (2 required courses)

- MEDT 8461 Diffusion of Innovations
- MEDT 8463 Issues in Instructional Technology

MEDT 8461 and MEDT 8463 may be taken in any order but must be taken in the first two semesters a student is enrolled in the program.

**Area III:** 12 semester hours (4 elective courses) in Media and Instructional Technology. The electives are generally taken after the first two required courses are completed. However, these elective courses may be taken concurrently with the required courses given scheduling issues. Electives should be selected in consultation with the student's advisor.

**Area IV:** 6 semester hours (2 courses) in Research and Evaluation

- MEDT 8484 Research I
- MEDT 8480 Program Evaluation

MEDT 6401, though listed on the program sheet, is generally not recommended for students in the Ed.S. program and is almost never recommended to be taken late in the program. However, if the student is not *InTech* or equivalently certified and/or possesses a lack of basic computing skill, the student may be required to take MEDT 6401 **at the beginning** of their program to develop their technology skills. A decision regarding the necessity of MEDT 6401 should be made in consultation with the student's advisor.

While it can be taken at any time, MEDT 8484 (Research Seminar) ideally should be taken near the end of the student's program to provide him/her with knowledge on research methodologies appropriate for use in 8480 (Program Evaluation). **MEDT 8480 Program Evaluation should only be taken in the student's final semester in the program.** Students who enroll in MEDT 8480 before their final semester in the program may be **administratively dropped** from the course. Our faculty work closely with students to ensure that courses are taken in the appropriate sequence—please do **not** self-advice!

#### **Ongoing Assessments:**

As students progress through the program, they are expected and required to complete all assigned assessment materials including but not limited to initial SWOT papers, midpoint assessment documents, standard alignment documents, final reflection papers, assorted surveys/questionnaires, and the final electronic portfolio. Failure to complete all assessment documents in a timely fashion could prevent the student from graduating from the program. More information about the required assessments will be disseminated throughout the program. For more information regarding your Ed.S. program and ongoing assessment requirements, please visit the program wiki: <http://miteds.wikispaces.com/>

#### **Electronic Portfolio:**

Students must also design and complete an electronic portfolio documenting their achievement of program objectives as well as satisfactorily complete a departmental comprehensive exam (orals session) during their last semester while enrolled in MEDT 8480. A **portfolio/orals training session** is provided near the beginning of each semester (see syllabi and the department website for exact dates) and **all students are required to attend the portfolio/orals training session offered in their final semester.** Students should contact their advisor for further information and consult the department's website and wiki for more detailed information on the portfolio and required training session.

#### **Good Standing:**

To stay in good standing, students must maintain a B (3.0) average throughout the program. Any student who earns a grade of C in a course, or whose cumulative graduate GPA falls below 3.0 after completing nine (9) hours of credit will be placed on probation. To be removed from

probation, students must maintain a 3.0 GPA for the next nine (9) hours completed. The student will only be allowed to take one course the first semester on probation. At the completion of that course, the department will reassess the student's status to determine whether or not the student would be allowed to take one or two courses the next semester. If the student's GPA remains below 3.0 after the completion of another nine (9) hours of credit completed or if a second grade of C is earned, the student will be dismissed from the Graduate School. Students dismissed from the Graduate School for academic reasons may apply for reinstatement according to the following guidelines: (a) students dismissed for earning grades of C in two courses may apply for reinstatement after a period no less than one semester; (b) students dismissed for earning a grade of F in a course may apply for reinstatement after a period of one year. For more information regarding reinstatement, please contact your advisor.

## **Important Procedures**

### **Advisement Information**

1. All students must meet with their assigned advisor prior to the first semester they are enrolled in the program to make sure they take courses in the right sequence and when available. In many cases, this meeting will take place at orientation or can be handled "virtually." Please contact your advisor with questions.
2. All students must have a signed program sheet by the end of the first semester. The Graduate School checks the program sheet for completion of required courses when a student applies for graduation. If you need to change any course on your program sheet while you are enrolled in the program, please only do so in consultation with your advisor.
3. All students should immediately contact a faculty advisor when program questions develop so they can be answered in a timely fashion. Again, **do not self-advise**.
4. All new students **must attend** the student orientation meeting prior to their first semester to learn about the program and the various distance technologies that are utilized in the program as well as meet the MIT faculty. Again, students who fail to attend their scheduled orientation session will be **administratively dropped from classes and barred from registration** until they attend the next available orientation session.
5. All students must prepare an electronic portfolio during the program and present this at the **orals presentation** during their final semester in the program. The portfolio is to consist of projects completed throughout the program and linked to the UWG conceptual framework and national standards. For more information about what must be included in the portfolio, **students must attend the mandatory portfolio/orals training session offered in their final semester**.
6. Students are strongly encouraged to take **no more than two (2) courses** during any semester—**especially the summer session**. The summer session is only six (6) weeks in duration and the course content is the same as during the full-length semesters. You may sign up for more than two courses **only** if you have permission from your advisor and the MIT department chair.
7. All students must register to graduate two semesters before graduation. For example, students planning to graduate at the end of spring semester should apply for graduation at

the beginning of the preceding fall semester.

**The graduate office** is your point of contact for all information concerning graduation and graduation paperwork. Contact the Graduate Office for the appropriate paperwork at –  
<http://westga.edu/~gradsch/>

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### **Registration and Related Information**

Registration for fall semester is generally held in April and July, spring semester registration takes place in November, and summer registration is in April. New students can also register immediately preceding the beginning of the semester. Fees are due at the end of the registration period. Late registration is held concurrently with the drop/add period during the first week of classes; however students who complete their initial registration during this time must pay a late registration fee and may get behind in their classes. Dropping or adding courses to an existing schedule does not incur an additional charge. The specific dates for registration, late registration, and drop/add are published in the *University Calendar* and the *Scoop*, both of which are available online at the UWG Office of the Registrar (<http://www.westga.edu/registrar/>).

Before registering, students should consult the program plan that was developed with their advisor. If a student wishes to register for courses other than those agreed upon during the initial advisement, or wishes to resequence the courses, the advisor should be consulted **before registering for classes** to determine if this will have an adverse effect on the timely completion of the program.

Students can register via the Internet (*Banweb*), in person at the Registrar's office, or by mail/ fax. For more information about registration, please contact the UWG Office of the Registrar.

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#### **Registration using the Internet (Banweb)**

1. Students can register using *Banweb* from any computer with internet access or in any computer lab on campus. *Banweb* is accessed at <http://banweb.westga.edu> or through your MYUWG login at <http://myuwg.westga.edu/cp/home/loginf>

Registrar's Office number is 678-839-6438. There is no guarantee that courses will be open and available when you register.

2. To register, or adjust schedules, the secured access entry must be used. This requires a logon and password (**which is included with admission materials**). If you did not receive or do not know your username and password, you should contact the ITS department (<http://www.westga.edu/its/>) to troubleshoot

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this issue. Once a student has logged in, guidance is provided to complete the required task.

3. The registration and schedule adjustment functions on *Banweb* are available during the announced registration periods. *Banweb* often undergoes system maintenance between 11:30 pm and 4:30 am and is generally unavailable during this time.
4. The Public Access component of *Banweb* is always available. Course schedules and offerings for current and upcoming semesters are posted under the *Class Bulletin* link.
5. After registering, students should print a copy of their schedule and bill and confirm the accuracy of each. The University will not mail bills to students who register online. Students are responsible for submitting payment on time. Additionally, it is the student's responsibility to understand the requirements to maintain eligibility for financial aid where appropriate.
6. Fees must be paid by the date noted, or classes will be dropped.

### Registration in Person

The Registrar's Office will process in-person registrations between 9:00 am and 4:45 pm (excluding Wednesdays) during the registration periods noted in the *Scoop*.

### Registration by Mail/Fax (Fully Admitted Students Only)

1. Students can register by mail/fax by providing full name, student ID number or social security number, current address, phone number where s/he can be reached 8 am – 5 pm, and for each course, the CRN,

course subject, course number, and section number.

2. The requested information should be mailed to the Registrar's Office, Parker Hall, Carrollton, GA 30118 or faxed to 678-839-6439.
3. Students will be mailed a schedule confirmation and bill and should check the accuracy of each.

### Fee Payment

Fees must be paid by the date noted on the schedule confirmation and bill, or classes will be dropped. Fees may be paid by cash, check, or credit card, Monday – Friday, 8:30 am – 4:30 pm at the Cashier's Window in Aycock Hall. After 4:30 pm, checks may be deposited in the Night Depository in Aycock Hall. Students may also pay their fees using a credit card via *Banweb* or by mailing the bill and credit card authorization to --

Office of the Controller  
ATTN: Student Financial Services  
University of West Georgia  
Carrollton, GA 30118-4220

### Drop/Add

The drop/add period during which students may drop or add courses from their schedule without penalty is published each semester in the *University Calendar* and the *Scoop*, both of which are available online here

[http://www.westga.edu/index\\_students.php](http://www.westga.edu/index_students.php)

Generally, the drop/add period coincides with the first week of classes. Dropped courses are removed from the student's class schedule and will not appear on the student's transcript. Faculty have the authority to drop students who do not

attend classes in a timely fashion. As this is an online program, you should be logged into *CourseDen* and making your presence known on **the first day of class as posted in the University Calendar**. If you cannot access *CourseDen*, you should contact the DDEC (<http://www.westga.edu/~distance/>) and your professor as soon as possible. If you do not intend to remain in a course, you must drop the course before the end of the drop/add period. Failure to drop the course may result in a grade of F and tuition/ fees will not be refunded. If you drop a course during the drop/add period, and you are entitled to a refund, contact the Student Financial Services Office in Aycock Hall (678) 839-4737 to find out how and when your refund will be disbursed. Tuition is forfeited when courses are dropped after the drop/add period.

#### **Withdrawal from a Course**

Students who wish to withdraw from a course after drop/add are encouraged to contact the course instructor to discuss possible options before withdrawing. Particularly in situations involving personal or family health issues, instructors may be able to negotiate a revised course schedule rather than requiring a student to withdraw and forfeit tuition. Students may withdraw on *Banweb* or go to the Registrar's Office in Parker Hall and withdraw in person. There is no refund for withdrawing from a course.

If a student withdraws before the midpoint of a term (a withdrawal equals a grade of W), a W will appear on the student transcript, but will not affect the student's GPA. If a student withdraws after the midpoint of a term (a withdrawal equals a grade of WF), a WF will appear on the student transcript, and will count the same as an F in the computation of GPA. The deadline for withdrawing with a grade of W can be found in the *Scoop* for each semester.

#### **Withdrawal from the University**

If a student decides not to attend UWG for a semester for which he/she has registered and paid fees, the student must drop or withdraw from all courses on *Banweb* or call (678) 839-6438 or go to the Registrar's office in Parker Hall in person to withdraw. Student Financial Services, (678) 839-4737, will determine the amount of refund due based on a pro-rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total number of calendar days in a semester. Students who withdraw after 60% of the semester has been completed are not entitled to a refund of charges. Contact the Student Financial Services Office in Aycock Hall (678) 839-4737 to find out how and when your refund will be disbursed.

A student may be administratively withdrawn from the University when in the judgment of the Vice President for Student Services, in consultation, where appropriate, with the student's parents or spouse, the Director of the Student Development Center, and the University Physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which —

- poses a significant danger or threat of physical harm to the student or to the person or property of others, or
- causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the University or its personnel, or
- causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the

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Student Conduct Code and other publications of the University.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning continued enrollment at the University.

### **The West Georgia HigherOne Card**

The West Georgia HigherOne card is a Master Card Debit Card. It can serve as a primary bank account while allowing cardholders to get cash from ATMs, write checks, send and receive money electronically, and monitor accounts online. Students also receive their financial aid refunds electronically through this system.

Students receive their HigherOne cash card in the mail approximately 10 days after Registration. The card must be activated to receive financial aid balance refunds, refunds from dropped classes,

refunds from early withdrawals from the university, scholarships, and other refunds. On campus, the card can be used at the University Bookstore, to pay fees at the Business Office, and all campus food locations. For more information see:

[http://www.westga.edu/wolvesCard/index\\_2638.php](http://www.westga.edu/wolvesCard/index_2638.php)

### **Transfer Credit**

**No credits** may be transferred at the Ed.S. level.

### **Change of Program**

To transfer from one graduate degree program to another, the student must submit his or her request in writing to the Graduate Office. This request must then be approved by the new major department and the Dean of the Graduate School.

## **Electronic Portfolio Assistance and Information**

The Electronic Portfolio is an ongoing and in-depth project. Because the project is a technically sophisticated one, the advice found below should be carefully followed. Your attention to details will ensure your electronic portfolio is professionally submitted and will allow you to work without frustration.

### **Technical Instructions for Preparing Electronic Portfolio**

- Candidates should create a folder in *My Documents* or on their computer desktop.
- Keep all projects, related documents, files, images, etc. from courses in electronic format and stored in the folder. Pay attention to your file management and carefully label your work in a systematic fashion following a clear file and folder naming convention. Doing this will make the creation of your electronic portfolio much easier.
- Keep a backup of your folder on an external storage device such as a CD, a flash or “key” drive, or an external hard drive. It is highly recommended that you keep copies of your work in **two** places in addition to your normal hard drive. Regular file backup is a must!
- Attend the electronic portfolio workshop held early in each semester. Your attendance at one of these workshops **is mandatory** and will assist you with the knowledge you need to produce a successful electronic portfolio and save you time and frustration at the end of your program.
- Additional information for the electronic portfolio development will be provided during a workshop presented by the faculty. This is why **you must attend** the workshop. The electronic portfolio will also contain many of the **Ongoing Assessments** mentioned earlier. Failure to complete all assessment documents and the electronic portfolio in a timely fashion could prevent the student from graduating from the program. More information about these requirements will be disseminated throughout the program.



## Comprehensive Written and Oral Examinations

All Ed.S. candidates must complete a comprehensive written and oral examination.

### Procedures for Comprehensive Written and Oral Examinations

At the beginning of the semester prior to the semester a candidate plans to graduate, the Candidate must contact her/his advisor and follow the procedures outlined here:

#### 1. Respond to written examination questions

*The written examination questions will be distributed during the student's last semester in the program.*

*Responses to the examination questions should be submitted to the student's advisor by the specified date.*

*The written responses to the questions should reflect the candidate's critical thinking skills and knowledge of course content covered in the Ed.S. program.*

#### 2. Provide an Electronic Portfolio

*One week before the visual/oral presentation, the candidate will provide the advisor with a copy of the electronic portfolio, burned to a CD, for the committee to review prior to the actual visual/oral presentation.*

*Response to the examination questions, as a word document, should be included in the Electronic Portfolio.*

#### 3. Share the Electronic Portfolio

*The Visual/Oral Presentation of the Electronic Portfolio should be based on the candidate's course work, and consists of 50% of research-based projects and 50% media and instructional technology projects.*

*A question and answer session will follow the candidate's presentation.*

*Feedback on the candidate's portfolio will be given by the committee members.*

After the visual/oral presentation and the submission of the written examination questions have been completed, the candidate will be asked to complete and return to the Department Chair a departmental evaluation survey form referred to as the "Program Outcomes Survey" to provide feedback regarding the degree to which the candidate believes program outcomes have been met.

Questions that must be answered are:

- How have your knowledge, skills, and disposition changed as a result of the program?
- What were the strengths and weaknesses of the program from your perspective?
- What suggestions do you have for program improvements?

### Procedures for Candidates Who Do Not Pass the Comprehensive Examination

**Comment [j1]:** Are we still requiring this? Redo this section soon.

If a candidate exhibits a weakness or weaknesses on the comprehensive exam and does not pass, several forms of remediation may be required depending on the situation.

Under the direction of his or her advisor or appointed mentor, the student may be required to:

- Enroll and successfully complete an additional approved course
- Prepare a paper on an assigned topic
- Make revisions in the electronic portfolio and resubmit for review by the Committee
- Participate in a specially designed mentoring program with an assigned mentor (i.e., media specialist, instructional technologist, media or technology faculty member in the department) to improve an area or areas of weakness
- Complete other assigned projects.
- At the completion of the remediation, the candidate will respond to additional written/oral questions or prompts.

## **Being a Successful Online Learner**

### **What you need to know**

Let us first commend you on your choice of an online program. Our faculty have extensive experience teaching in the online environment, and we know you will find our programs to be a challenging as well as a rewarding experience. Before you embark on your new educational adventure, there are some things you need to know.

### **What is online learning?**

Online learning is much more than simply separating the learner and the instructor in space and time. Our courses go far beyond the traditional correspondence course, with the read-this-chapter and answer-these-questions format. In our classes, you will be expected to be actively engaged in the learning process. We strive to include dynamic and authentic learning activities that will demand you think “outside of the box” and apply what you learn in real world contexts.

### **Understanding the difference between schedule and pace**

You may have heard that online learning allows you to work on your own schedule at your own pace. Well, yes and no. Online classes follow the same schedule as regular campus-based classes, have a specific time frame (including some scheduled face-to-face meetings), and specific due dates. You must pay attention to when all assignments are due and meet those deadlines. However, within the confines of the class schedule, you can generally work at your own *pace*. This means that you can complete the work at any time convenient to you as long as it is done by the posted due date.

### **Before you begin**

Before you take your first class, you should do a few things to prepare yourself.

#### ***Familiarize yourself with CourseDen.***

*CourseDen* is the learning management system that UWG uses to deliver online courses. If you have never worked in *CourseDen* before, you need to complete the tutorials and read through the available resources *before your first class*. *CourseDen* resources are accessible at

<http://www.westga.edu/~distance/webct1/tutorials>

#### ***Have consistent access to a recent computer and high-speed Internet.***

Enrolling in an online program means having access to the necessary equipment needed to be successful. While you can potentially get by with dial-up Internet service and/or an older computer (more than 4 years), you are *strongly encouraged* to update your available equipment. The online learning experience will be much more enjoyable if you invest in the necessary resources.

#### ***Find your quiet place.***

Despite rumors to the contrary, online learning is not easier than traditional classroom learning and, in fact, most distance learners report that it is often more rigorous and takes much more time. You will need to enlist the understanding of family, friends, and coworkers in helping you find the time and the place to work in peace. Procrastination is the biggest enemy for online learners. Success in this learning environment is directly tied to prioritizing your time to make sure

you keep up with the class and complete all work in a timely fashion.

#### **After the class starts**

Once your coursework has begun, here are some tips to make sure you have an enjoyable and productive learning experience.

#### ***Communication and participation.***

Online courses thrive on communication and participation. Much of the communication in a virtual classroom will be written. It is very important that you read all instructions and pay careful attention to detail. A significant percentage of “poor” grades can be traced back to students not reading and following directions carefully. So, when in doubt, ask questions.

You should also be comfortable and able to express yourself in written form. Different classes will have different requirements and expectations when it comes to written communications but, in general, communication in this environment requires that you commit to being an active participant in a sustained dialogue.

Active means adding something meaningful to the conversation. One of the greatest things about asynchronous communication in online classes is that it allows introverts to express themselves freely. If you are the type to stay quiet in a regular classroom, now is your chance to have the time you need to reflect on topics and to add something significant to the debate. Many students comment that the most engaging and important aspect of their classes revolves around the sharing of opinions and experiences in the discussion forums.

As with most things in life, civility is paramount with online communications. The learning

environment should remain positive and supportive. For that to happen, everyone should remain polite and respectful of others. Remember, there is a big difference between “attacking” an idea and attacking a person.

#### ***Stay on top of the work.***

For most students, there is an online learning curve. It is not uncommon for students to feel lost and stressed out as they begin an online program. One of the most important things you can do to help yourself is to set goals, stay on top of the work, and not get behind. While online learning provides for great freedom and flexibility, it also demands maturity, good time management skills, and a high level of commitment and discipline. Perhaps, the single most important thing you can do to help ensure you do not fall behind is to make the commitment to log into the course everyday — even if only for a few minutes. At the very least, strive for 4-5 times a week.

#### ***Take the initiative.***

Much research has been done about the characteristics of good online learners. In general, good online learners have a positive self image, a strong work ethic, are self-determined, self-disciplined, self-motivated and have basic technology skills (Kachel, Henry, & Keller, 2005). So, in short, good online learners take the self-initiative needed to complete tasks and be successful at a distance even in the face of what they may see as “unclear” direction. Given the nature of technological advances, we often tell students that the single biggest skill a media or educational technology professional can cultivate is the ability to adapt, to change, and to learn on one’s own.

***If you are having problems, speak up!***

Even though you are expected to be self-motivated, you are not alone “out there.” In this program, you will find faculty to be very approachable and receptive of your questions and concerns. Do not hesitate to approach your professor with your concerns, issues or ideas. Remember, your professors and fellow students are not mind readers. So much can be lost in the predominantly asynchronous communication of online courses. We are not able to read your body language to know if you are happy, confused, angry, etc. Likewise, if you do not understand what the professor means on an assignment or in a discussion or email, please let him or her know. We want to help address any difficulties you may be having, but we cannot do so unless you communicate with us clearly.

**After the class ends**

***Take the time to reflect on what you have learned and complete all assessments for the course.***

Your professors very much value your opinion, and we take our class evaluations seriously. Good online courses should always be in a constant state of revision. Your input helps guide the redesign of the course to better meet the needs of future students.

***Be a proud advocate for the program and for online learning.***

There is much in the way of bad press concerning online learning. Advocate for the merits of online

learning to your friends, family and co-workers. We need people who can go forth and explain that high quality learning can indeed be had in the virtual classroom. As you work through your program, we hope you come to believe as we do that good distance courses can even surpass good face-to-face courses in quality and rigor. The growth of our program largely depends on word of mouth, so we depend on you.

**University and College Resources**

**The Ingram Library**

(678) 839-6435

The Ingram Library may be accessed directly at <http://www.westga.edu/~library/>. The library has an extensive collection of resources for students in the MIT department.

You may use this portal to search the GALILEO databases that are available to the university system. If you need the GALILEO password (it changes approximately every 90 days to 180 days), you can get it here: <http://www.westga.edu/~library/password/> Ingram Library participates in the GALILEO Interconnected Libraries (GIL) which includes all thirty-three libraries and public libraries with membership in PINES.

**Teaching Materials Center**

(678) 839-6574

The Teaching Materials Center (TMC) is located in the Education Center. This is an excellent resource for you to use during your program. The Center has a wide variety of resources and equipment available to faculty and students. The Center is also open on Saturdays from 11:00 am to 2:00 pm. To view the home page and/ or contact the TMC, you may access the website at <http://tmc.ed.westga.edu/>

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### Student Information Technology Services (678) 839-6587

SITS is the technology services available to students for software needs and computer services. As a student, you are entitled to free Microsoft software and technical support through SITS. Their website, with directions to their offices and a list of services and software is accessible at <http://www.westga.edu/~sits/>.

### Distance & Distributed Education Center (DDEC) (678) 839-6248

UWG is an accredited institution with specific requirements for degree-seeking students. Students enrolling in distance learning courses must first be admitted through the graduate school. As a student in the MIT department, most of your courses are delivered 85% to 100% online. The DDEC is your first point of contact for any issues concerning CourseDen. The DDEC helps with problems when accessing CourseDen courses and generally supports online student success. The DDEC website can be accessed at <http://www.westga.edu/~distance>.

### Information Technology Services (678) 839-6587

ITS is the main technology support for the College of Education. On their home page, you will find information about the computer labs that are available for student use. The computer labs are located in Education Center rooms 201, 203, 204 and 205. The ITS website can be accessed at <http://www.westga.edu/its/>. On the site you will find links to all manner of important and useful information.

### Videotape Editing Room

The editing room, located in the Education Center, room 203-A, contains a 1/2-inch videotape editing machine, 6 Macintosh digital editing machines, and one IBM digital editing machine. The room is located across from the IBM computer lab and is available to students, faculty, and practitioners interested in editing. Students **must** have previous editing experience to use the equipment or be accompanied by a faculty member in the MIT Department. Call the MIT Chair to schedule an appointment.

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### Services for Students at UWG

**MIT Department**  
<http://coe.westga.edu/mit/>  
(678) 839-6558

**Graduate School**  
<http://www.westga.edu/~gradsch/>  
(678) 839-6419

**College of Education**  
<http://coe.westga.edu/> (Includes link to TMC)

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### Registrar's Office

<http://www.westga.edu/~registra/>

(678) 839-6438

### College of Education Scholarships

<http://coe.westga.edu/mit/scholarship.html>

<http://coe.westga.edu/Students/Common/Scholarship.asp#Grad>

### Financial Aid

<http://www.westga.edu/~finaid/>

(678) 839-6421

### Bursar's Office

<http://www.westga.edu/bursar>

(678) 839-4737

### Office of Teacher Certification

<http://coe.westga.edu/Students/TCFP/Certification.asp>

(678) 839-6109

### Research and Support Contacts

#### CourseDen Homepage

<http://webct.westga.edu>

#### CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/help/>

(678) 839-6248 daytime

(800) 855-3238 evenings and weekends

#### Ingram Library

<http://www.westga.edu/~library/>

#### Ingram Library Distance Learning Services

<http://westga.edu/~library/depts/offcampus/>

#### Student Services

<http://www.westga.edu/~stusrvic/>

#### Distance and Distributed Education

<http://www.westga.edu/~distance>

### General Academic Policies

#### Course Loads and Course Overloads

Because most MIT Graduate students are employed, the Department recommends that no more than two (2) courses be taken each semester, including summer. The University considers nine (9) credit hours (3 courses) to be a full-load, but this option should only be pursued by non-working students.

#### Grading System

The quality of work in most courses taken in a graduate program is indicated by the grades A, B, C, and F; however, the quality of work on theses, practicum, and internships is indicated by the grades S and U. Listed below are the standard requirements for each of these grades:

**A** — Excellent, with four quality points for each credit hour

**B** — Good, with three quality points for each credit hour

**C** — Poor, with two quality points for each credit hour (passing, subject to Academic Standards below and the *Good Standing Policy* outlined on p.2)

**F** — Failing (refer to *Good Standing Policy* outlined on p.2)

**S** — Satisfactory

**U** — Unsatisfactory

**I** — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. Such a grade must be removed by the completion of

work within **one calendar year** or the “I” will become an “F.” You must meet the emergency/medical requirements to receive an incomplete (I).

**W** — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the semester except in cases of hardship that are approved by the appropriate college dean.

**WF** — Withdrew, Failing

**WM** — This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

**V** — This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa.

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled. A grade of WF counts as an F.

### Academic Standards

Graduate students must meet the following academic standards:

- To be eligible for admission to candidacy and graduation, a student must maintain a cumulative GPA of 3.0 or higher on all graduate and undergraduate courses. No grade below **C** will be accepted as part of a program

of study for a graduate degree (refer to *Good Standing Policy* outlined on p.2).

- The Graduate School will place students with a cumulative GPA below 3.0 for two consecutive semesters on academic probation. Then, students must make a 3.0 or higher semester GPA each succeeding semester that their overall cumulative GPA is below 3.0. These students are no longer on probation when their cumulative GPA is 3.0 or above. If they fail to make a 3.0 semester GPA while on probation, they are dismissed from the Graduate School. Students on academic probation may not apply for candidacy, take comprehensive examinations, nor may they obtain a graduate degree.
- In addition to these minimum academic standards, students must also meet all academic standards and retention policies that have been adopted by the department and reported to the Graduate School. Please see individual departments and programs for their specific academic requirements.

### Scholarship Opportunities

#### Annie Bell Weaver Scholarship

*Provides an annual award to a student pursuing a Master's or Educational Specialist degree.*

Students are encouraged to research other scholarship opportunities in the College of Education at <http://coe.westga.edu/students/Common/scholarships.asp>.

### Academic Honor

At West Georgia, the student is expected to maintain the highest standards of academic

**Comment [j3]:** Can we cut this now or does it have to stay in? Isn't this covered in the *Good Standing Policy* outlined on p.2?

**Comment [j4]:** Is this the only EDS IT one? Should this be updated or deleted? Seems repetitive given the links to scholarships on p.15.



honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, plagiarize, or steal in the pursuit of his or her studies and is encouraged to report those who do. See [Connection and Student Handbook, Appendix E, Academic Dishonesty](#). The Pledge follows:

### Pledge

*Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values of the Institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.*

### Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. **Plagiarism** occurs when a student uses or purchases “ghost-written” papers or projects. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance to the academic misconduct policy as stated in the *UWG Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*. Disciplinary procedures described in the latest

*University of West Georgia Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

### Academic/Writing Expectations

This Ed.S. program is training students to become scholar-educators so it is important that students take written assignments very seriously. In addition to the specific criteria delineated in every course syllabus and rubric, structural, grammatical and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammatical, or mechanical errors will NOT pass. Finding a writing tutor or other helper to proofread papers may be necessary. If you are concerned about your writing proficiency, please make use of the UWG Writing Center or a personal tutor. This program uses and expects strict adherence to the **Publication Manual of the American Psychological Association (APA) 6<sup>th</sup> edition** for formatting written work. Failure to format papers correctly may also result in a failing grade.

### Disabilities Pledge

We the faculty pledge to do our best to work with the University to provide all students with equal access to our classes and materials, regardless of special needs, temporary or permanent disability, and special needs related to pregnancy. If you have any special learning needs, particularly (but not limited to) needs defined under the American Disabilities Act, and require specific accommodations, please make these known to us, either directly, or through the Coordinator of Disability Services. Students with documented special needs may expect accommodations, such as, classroom accessibility, modification of testing, and special test administration. This is not only our personal commitment, it is your right, and it is the law!

Comment [j5]: Where is this publication?

## Graduation Procedures

Early in the semester **preceding** the semester a student plans to graduate (for instance, early fall semester for spring semester graduation), degree-seeking students must complete and submit the forms required to apply for graduation. The specific deadline for graduation application is published in the *University Calendar* in *Banweb* and on the Graduate School's Graduation Requirements webpage accessible at <http://www.westga.edu/~gradsch/grad/>. It is the student's responsibility, not the department's or your advisor's, to stay abreast of all paperwork, fees, or other requirements for timely graduation.

Ed.S. degree students must complete and submit three forms (found in the Appendices):

- Graduate Student Application for Graduation Form
- Graduate Information Form
- Graduate Petition for Degree form

The graduation application fee is \$30.00. This fee can be paid by check or money order made payable to the University of West Georgia (UWG); or you can pay by phone with a debit/credit card (MasterCard or Visa only) by calling the Graduate School at 678-839-6419. The Graduate Petition for Degree form may be submitted directly to the department or to the Graduate School Office. Either way, it will be submitted to the student's advisor who will approve the forms and forward them on through the approval process.

### Upgrading an Existing Certification

Georgia does not grant certification in Instructional Technology. However, students with a clear, renewable T-5 or S-5 certificate can upgrade their existing certificate to the T-6 or S-6 level following completion of an Ed.S. in Instructional Technology.

## Frequently Asked Questions

### I just got my Ed.S. How do I apply for an upgrade?

To upgrade an existing Georgia certificate, an Approved Program Recommendation Form is **not** required (except for Speech-Language Pathology majors) if you are employed by a Georgia public school system. Please provide your school system's central office with the completed application and an official transcript. Your central office will process the application and forward it to the Georgia Professional Standards Commission. Please do not send it to the Office of Teacher Certification, as this will only delay receipt of your updated certificate.

### I'm certified in another state. What do I need to do to become certified in Georgia?

You would need to contact the Georgia Professional Standards Commission at <http://www.gapsc.com/>. Related information can be found at <http://www.gapsc.com/Rules/Current/Certification/505-2-.015.pdf>

**Comment [j6]:** Where are these? Is this section still current/correct?

**Comment [j7]:** Is this still applicable?

**Comment [j10]:** Still correct?

**Comment [j8]:** Accuracy?

**Comment [j9]:** All this is still correct, eh?

**Who can I contact for answers to my questions that were not addressed here?**

You may contact Mrs. Kathy Jones, Certification Official, at (678) 839-6109 or by e-mail at [kjones@westga.edu](mailto:kjones@westga.edu).

**Guidelines for Upgrading Your Certificate**

At or near the completion of your program, visit this link at the Georgia Professional Standards Commission website for a certification and application forms:

<http://www.gapsc.com/Certification/CertificationFormsandApplications.asp>

Choose the following options and print the forms: "Application for Certification" and "Employer Assurance Form"

**1. Georgia PSC Certification Application**

You will complete this form (2 pages) **IN FULL**.

A. Page 1 -- Beside "Fee submitted," if you are currently employed in a Georgia school system/agency you are fee exempt and should write in "n/a" on this line.

B. Page 2 -- Academic Record -- list all colleges/universities you have attended. If the PSC already has transcripts on file, check "transcript on file."

**Comment [j12]:** Accuracy?

**2. Official Transcript**

You will need to request an official transcript be sent from UWG directly to your school system after you have completed your program.

**Comment [j11]:** Still applicable?

**3. Georgia PSC Employer Assurance Form**

Complete **ONLY** the upper portion of this form -- name, social security number, and date of birth. The remainder of this form will be completed by your employing school system.

*Send the Application, Employer Assurance Form, and an official transcript directly to your school system.*

**Reference**

Kachel, D., Henry, N., & Keller, C. (2005). Making it real online: Distance learning for high school students. *Knowledge Quest*, 34(1), 14-17.

**Comment [j13]:** Necessary? Accurate?

## Appendix A

### Program Sheet

**Comment [j14]:** At the bottom of the document please make a list of items, web-links, etc., you feel should be listed in the appendix!

#### University of West Georgia - Ed.S. in Media (IT Track) - Plan E

**Entry Degree:** Masters

**Exit Degree:** Ed.S. (27 hours required)

**Entry Certification:** None Required

**Exit Certification:** No initial or additional certification area.

Those entering with T-5 or S-5 will be eligible for a T-6 or S-6

Area I - 3 hrs.	Psychology for Classroom Learning	Sem. Hrs.	Sem	Grade
CEPD 8102	Lifespan Human Development (1, 2, or 3)	3		
Area II - 18 hrs.	Media & Technology (6 required & 12 elective hrs.)			
Required	6 required hours in Media & IT. Both courses are required.			
MEDT 8461	Diffusion of Innovations (1)	3		
MEDT 8463	Issues in Instructional Technology (1)	3		
Electives	Media & Technology			
MEDT 6401	Instructional Technology (2)	3		
MEDT 6462	Administration of Instructional Technology Programs (2)	3		
MEDT 7461	Instructional Design (2)	3		
MEDT 7462	Internet Tools, Resources and Issues in Education (2)	3		
MEDT 7464	Integrating Technology into the Curriculum (2)	3		
MEDT 7465	Resources for Children & Young Adults (2)	3		
MEDT 7466	Digital and 35 mm Photography	3		
MEDT 7467	Web Design for Instruction (MEDT 6401 Prerequisite) (2)	3		
MEDT 7468	Introduction to Multimedia (MEDT 6401 Prerequisite) (2)	3		
MEDT 7470	Videotape Production & Utilization (2)	3		
MEDT 7471	Data Networks for Instruction (2)	3		
MEDT 7472	Introduction to Distance Education (2)	3		
MEDT 7473	Advanced Multimedia (MEDT 7467 & 7468 prerequisites) (2)	3		
Area III - 6 hrs.	6 hours in Research. Both courses are required			
MEDT 8484	Research Seminar (3)	3		
MEDT 8480	Program Evaluation (3) (Must be taken in LAST semester & cannot be combined with MEDT 8484)	3		

(Key: 1 = must be taken at beginning of program, 2 = taken in middle of program, 3 = taken at end of program)  
Ed.S. students must satisfactorily complete a departmental comprehensive exam and submit an electronic portfolio.

## **Appendix B**

### **Electronic Portfolio Requirements and Rubric**

<b>Portfolio Criteria</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
1. Portfolio is in an electronic format (CD, DVD, web pages – all links should function on any computer)		
2. Information is organized in a Word document, PowerPoint presentation, or web page and links the student's work completed during the program		
3. Documents in the portfolio do not have spelling or grammatical errors.		
4. Portfolio is submitted on time (e.g., Add-On and initial certification students submit the portfolio before final exams of their last semester, M.Ed. students submit the portfolio a minimum of a week before the presentation date in the final semester of the program).		
5. Portfolio utilizes good communication and navigational design principles.		
6. Contains information on how the viewer is to review the portfolio, if applicable.		
7. Contains an introduction to the students (e.g., name, degree/certification earned, contact information).		
8. Contains a statement of the purpose of the electronic portfolio.		
9. Contains a table of contents that organizes the information in the portfolio.		
10. Contains an up-to-date resume.		
11. Contains a PowerPoint presentation on the role of the school library media specialist.		
12. Portfolio contains student projects that reflect the standards (e.g., AASL or ISTE NETS, NBPTS, COE Conceptual Framework).		
13. Contains selected resources that are of value to the student (e.g., websites, books, organizations, software).		